



BOSTON COLLEGIATE CHARTER SCHOOL
2018-2019 Maternity Leave School Counselor

BCCS was founded in 1998 with a simple yet ambitious mission: to prepare each student for college. We have grown from 120 students in grades 5 through 7 to 700 students in grades 5 through 12.

- 100% of BCCS's graduating classes have been accepted to college. The majority of our students will be the first in their families to earn college degrees.
- In 2017, 100% of BCCS students scored Advanced or Proficient on the 10th grade ELA MCAS exam, and 97% of BCCS students scored Advanced or Proficient on the 10th grade Math MCAS. Additionally, 100% of BCCS students scored Advanced or Proficient on the 9th grade Physics MCAS exam.
- The school accepts students by random public lottery.

Current Opening:

We are looking for a smart, problem-solving, self-reflective, and passionate **Maternity Leave School Counselor** who wants to be a part of a dynamic team to help continue to BUILD a school and to SHAPE its future direction. This is a clinical position providing short-term, long-term and crisis intervention services for students on Individualized Education Programs as well as other students in need. Candidates should have a clinical treatment background with a LICSW or LMHC certification or a school adjustment counselor certification. The start date for this position is August 8, 2018 and the position will run through the end of November.

Roles and Responsibilities:

In addition to meeting the requirements of all other BCCS teachers (see below), this role entails the following duties:

- Meeting on a scheduled basis with students according to the counseling services outlined in their IEPs;
- Maintaining up-to-date notes and treatment plans for students seen for counseling;
- Regularly assessing student progress toward internally-developed benchmarks;
- Providing crisis intervention services as needed on issues including self-harm and suicidality, abuse and neglect, responding to grief and loss;
- Serving as a liaison between the school and outside service providers (including therapists, doctors and DCF) as needed;
- Coordinating and monitoring behavior intervention plans;
- Supporting goal acquisition and/or providing in class support when needed; and
- Seeking help and support from Director of Student Support and/Principals as needed.

Compliance:

- Creating goals, benchmarks and strategies for the progress of or remediation of students according to established deadlines and with data and evidence culled from sessions, observations, and communication with grade-level teams;
- Monitoring students' progress toward their IEP goals and ensuring collection of data and evidence to support progress towards goals in order to re-write goals as students make progress;
- Submitting goals and progress reports;
- Participating in IEP team meetings, including presenting progress information; and
- Supporting the documentation process before and after IEP meetings.

Communication:

- Communicating regularly and effectively with Director of Student Support, Principals, and Deans of Students;
- Maintaining contact (via phone, email, and in-person meetings) with families of students on counseling list regarding their children's progress;
- Meeting with content area teachers on a regular basis to track the progress of students and to communicate successful strategies for supporting these students; and
- Attending Student Support department meetings.

In addition, all BCCS staff members:

- believe in measuring student academic achievement in tangible ways;
- believe that data should drive instruction and that curriculum should be based on clear and rigorous standards;
- believe that everyone at a school should be held strictly accountable for their work: students, families, teachers, administrators, and Board members;
- believe we must all do whatever it takes to make sure a student learns;
- believe the best way we can instill confidence in students, and prepare them for college, is to ensure they first master a core set of academic skills before tackling higher-level, abstract material;
- believe in having the highest expectations for all students and not making excuses for them, the school, or staff;
- believe in building a positive school culture where respect, enthusiasm, effort, achievement, perseverance, community, and hard work are valued; and
- believe that for every problem, there is a solution, that if we can't find the answer immediately, we simply work longer, harder, and smarter.

To apply, please visit <https://www.bostoncollegiate.org/careers/>. No telephone or email inquiries, please.

More information about Boston Collegiate Charter School may be found at www.bostoncollegiate.org.

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